

**2006-
2007**

Professional Development Opportunities



Diagnostic Center, Central CA

1818 W. Ashlan Avenue

Fresno, CA 93705

Phone: 559-243-4047

Carole Bence, Director

www.dcc-cde.ca.gov



**Diagnostic Center, Central California
Professional Development Opportunities 2006-2007**

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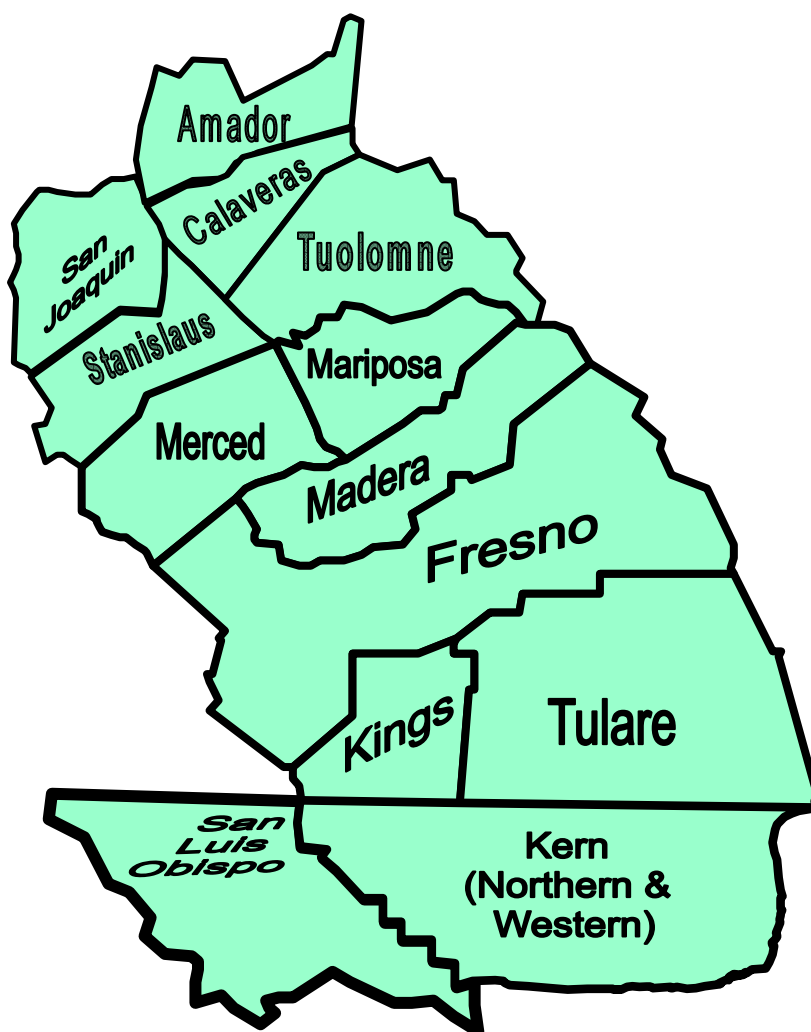
All inservices are updated annually or “new” as indicated in the manual.

The California Department of Education's Diagnostic Centers are located in Fresno, Fremont, and Los Angeles. In addition to our widely known assessment services, the three Diagnostic Centers are pleased to offer staff development and training services to California's school districts, SELPAs, and county offices of education. Statewide, each Center offers training in:

- **Literacy**
- **Positive Behavior Supports**
- **Autism**
- **Curriculum and Instruction**

Each Center also offers a menu of training topics that vary according to regional needs and to the expertise and interests of staff available at each site.

Diagnostic Center, Central California Service Area



Professional Development Opportunities

Offered by

Diagnostic Center, Central California

Overview

The Diagnostic Center, Central California (DCC) offers staff development to local education agencies and families. A wide range of topics are available based on assessed statewide and local needs, current developments in education, and the expertise and interests of the Diagnostic Center staff. The presenters are experienced practitioners who offer current, research-based information and practical skills. The trainings are available throughout the year and in various formats including:

- ❖ **Half-day and full-day sessions:** Half-day sessions are 2 to 3 ½ hours in length. Full-day sessions are typically 6 hours in length. Special arrangements may be made to provide Saturday sessions.
- ❖ **Consultation Services:** Consultation sessions may be scheduled for one hour sessions either at the center or via videoconferencing.
- ❖ **Comprehensive training and technical assistance projects:** These Projects are individually designed to meet specific school, classroom and staff needs. Projects provide in-depth content and instructional skill development. Projects typically include up to 5 service days that may be interspersed over a period of weeks or months. Project components are identified by DCC and the receiving district and may include:
 - ◆ In-depth content training
 - ◆ On-site consultation
 - ◆ Evaluation and planning sessions with teachers and administrators
 - ◆ Demonstration teaching, including videotaped sessions
 - ◆ Observations of classroom teaching and feedback sessions
 - ◆ Problem-solving/coaching sessions
 - ◆ Data analysis, discussion, and development of classroom and/or school-based evaluation and planning models

Current projects focus on literacy, reading, autism, and positive behavioral supports. Projects are available on a limited basis. Ideally, the planning process with the local district or school site begins in the spring prior to the academic year of implementation.

Project Development: Contact Carole Bence at (559) 243-4047
cbence@dcc-cde.ca.gov

Procedures to schedule a training:

- Review the training manual and select topics.
- Identify two or three potential training dates for each desired training.
- Identify the RCC or LEA contact person who will be responsible for coordinating the training with DCC
- **Contact Carole Bence, Director of the Diagnostic Center to request trainings.**
 - **Phone:** (559) 243-4047
 - **E-mail:** cbence@dcc-cde.ca.gov for available dates.

Responsibilities of the Sponsoring Agency:

Following confirmation of a training:

- Complete and return DCC Training Contract (See next page for example)
- Secure training site and arrange room set-up
- Create and disseminate flyer
- Provide for audio-visual and other equipment needs
- Duplicate handout packets for all participants
- Greet and register participants
- Introduce presenter
- Distribute and collect evaluation surveys
- Distribute “Certificate of Completion” at the end of the training

Note: While it is not required, providing lunch on-site for full day workshops is greatly appreciated. It ensures a timely resumption of the training after the lunch break.

A “**Certificate of Completion**” is available to participants. This may be used to document professional development hours to meet LEA requirements or applied towards the credential requirements for Educational Specialist Level II non-university activities, upon university approval. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

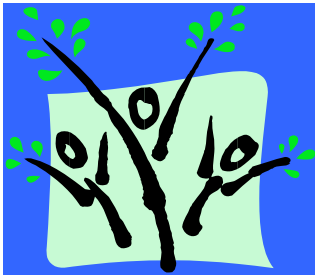
We strongly recommend that the sponsoring agency ensure that parents, general education personnel and other agency staff, as appropriate, are invited to attend a scheduled workshop, (i.e., Regional Center, County Mental Health, etc).

Cost of Diagnostic Center services:

There is no cost for our training service. Trainings are available on a “first come, first served” basis. LEA’s have the responsibility for costs involved with duplication of handout materials, securing the training site, advertising the training, providing refreshments and other like costs.

Scheduled trainings are posted on our website: www.dcc-cde.ca.gov.
If you wish to attend a training already scheduled, please contact the hosting agency.





Diagnostic Center Training Agreement

SAMPLE DOCUMENT

The Diagnostic Center, Central California will provide (**Agency**) with (**presentation title**) on (**date/time**). The training will be provided by (**Presenter**). (**Agency**) will be responsible for the following:

- ✓ Assigning contact person
- ✓ Advertising the training
- ✓ Meeting the minimum attendance requirement (generally at least 20)
- ✓ Canceling the presentation if attendance requirement is not met two weeks prior to presentation date
- ✓ Securing the presentation site
- ✓ Arranging for refreshments and lunch (as appropriate)
- ✓ Arranging the room to presenter's specifications
- ✓ Delivering and setting up equipment
- ✓ Duplicating and distributing handout materials
- ✓ Greeting and registering participants
- ✓ Introducing presenter
- ✓ Distributing and collecting evaluation surveys
- ✓ Duplicating and distributing a "Certificate of Completion" for each participant

(**Agency**) agrees to the above and will ensure that the training room is available to the presenter at least one hour before the presentation.

Diagnostic Center Contact Person: Carole Bence, Director

Phone: 559 / 243-4047

Email: cbence@dcc-cde.ca.gov

RCC/LEA Administrator authorizing this agreement:

Name: _____ Phone: _____

E-mail: _____

Please return this agreement as soon as possible to confirm this date.

**Diagnostic Center, Central California
Attention: Carole Bence, Director
1818 West Ashlan Avenue
Fresno, CA 93705 (559) 243-4047**

DCC PRESENTERS

Jodie Dittmar, M.S., Education Specialist

Rita Humphreys, Ph.D., Speech Pathologist, CCC-SLP

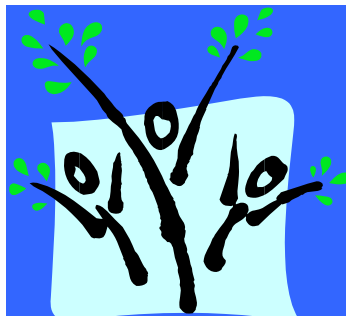
Melanie Johnson, M.A., Education Specialist

Jane Ketcham, M.A., Education Specialist

John M. Kotler, Ph.D., Clinical Psychologist

Bev Long, M.A., C.C.C., Speech Pathologist
& Education Specialist

Desiree Rodgers, M.D.,
Behavioral and Developmental Pediatrician





The Diagnostic Center, Central California
**ASK THE DOCTOR:
HOT TOPICS IN MEDICINE**

Dr. Desiree Rodgers, Behavioral & Developmental Pediatrician, will present a series of seminars on research-based medical issues impacting education. Seminars will be held from **4:00 to 5:30 P.M. at the Diagnostic Center, Central California.**

REGISTRATION FORM

Name: _____ Title: _____

Agency: _____

Phone: _____ Email: _____
(Please print legibly)

Please check specific sessions you will attend:



- | | | |
|--------------------------|-------------------------|--|
| <input type="checkbox"/> | October 11, 2006 | Attention Deficit Hyperactivity Disorder (ADHD)
Updates & Treatment |
| <input type="checkbox"/> | January 10, 2007 | Autism: Updates & Treatment |
| <input type="checkbox"/> | April 18, 2007 | Tic Disorders and Tourette's Syndrome |

Registration forms may be mailed, faxed, or e-mailed to:

Carole Bence, Diagnostic Center, Central CA
1818 W. Ashlan
Fresno, CA. 93705
Fax: (559) 222-1673
Email: cbence@dcc-cde.ca.gov

Limited seating is available, so interested parties are encouraged to register as soon as possible. Confirmation notification will be provided.



Diagnostic Center, Central California presents:

ASK THE SPEECH-LANGUAGE PATHOLOGIST: HOT TOPICS IN SPEECH & LANGUAGE

New

Dr. Rita Humphreys will present a series of seminars on research-based speech-language issues impacting education. Seminars will be held from 4:00 to 5:30 P.M. at the Diagnostic Center, Central California.

REGISTRATION FORM

Name: _____ Title: _____

Agency: _____

Phone: _____ Email: _____
(Please print legibly)

Please check specific sessions you will attend:

☐ **September 6, 2006** **Auditory Processing Difficulties: Assessment**

☐ **October 4, 2006** **Auditory Processing Difficulties: Treatment**

☐ **November 8, 2006** **Childhood Apraxia of Speech**

☐ **December 6, 2006** **Language-Learning Disabilities**

Registration forms may be mailed, faxed, or e-mailed to:

Carole Bence, Diagnostic Center, Central CA
1818 W. Ashlan
Fresno, CA. 93705
Fax: (559) 222-1673
Email: cbence@dcc-cde.ca.gov

Limited seating is available, so interested parties are encouraged to register as soon as possible. Confirmation notification will be provide

Diagnostic Center, Central California presents:

ASK THE EDUCATION SPECIALIST HOT TOPICS FOR FAMILIES



Jodie Dittmar, Education Specialist will present a series of seminars on research-based educational issues for families, educators & agencies. Seminars will be held at the **Diagnostic Center, Central CA. from 5:45 TO 7:30 P.M.**

REGISTRATION FORM

Name: _____ Title: _____

Agency: _____

Phone: _____ Email: _____
(Please print legibly)



Please check specific sessions you will attend:

- | | | |
|--------------------------|---------------------------|--|
| <input type="checkbox"/> | September 20, 2006 | Literacy (Reading and Writing Skills): Current information regarding the teaching of reading and understanding literacy instruction in our schools. |
| <input type="checkbox"/> | October 25, 2006 | Literacy, Part II: How can I best support my child in developing necessary reading skills to meet today's academic standards? Additional strategies, question and answers, etc. |
| <input type="checkbox"/> | November 15, 2006 | Homework: How do I determine how much is too much for my child? (In other words: I want to support my child and his teacher's requirements. How do I determine when to ask for modifications or accommodations. What are helpful things to consider?) |
| <input type="checkbox"/> | January 24, 2007 | Learning Strategies and Study Skills: Ideas and discussion regarding day-to-day organizational issues, homework and other common problems experienced by students with learning disabilities, ADHD, etc. |
| <input type="checkbox"/> | February 21, 2007 | Understanding Behavior Support: What are schools required to do, and what is my role as a parent? How can I apply behavior support strategies to help my child do better at home and at school? |
| <input type="checkbox"/> | March 21, 2007 | Demystification: Helping Your Child Understand his/her learning strengths and weaknesses. |

Registration forms may be mailed, faxed, or e-mailed to: Carole Bence

Fax: (559) 222-1673 or Email: cbence@dcc-cde.ca.gov

AUTISM & ASPERGER SYNDROME STRAND



Partial requirement for Autism Specialist Certificate in some SELPAs

A-1	Creating Appropriate Structure for Autistic Students in Special Education and General Education Settings 
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Presenter: Bev Long, M.A.,C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30 – 3:30)

Audience: Educators and designated instructional service providers working with students on the Autism Spectrum; program specialists, administrators and parents

The focus of this workshop will be on how to create optimum structure for students on the spectrum who are both low and high-functioning. General principles of classroom structure, including time structure, task structure,, and the use of schedules, will be covered. A special focus will be on how to provide necessary structure for these students who are being educated in the general education environment. Practical application will be made through the use of case studies and collaboration with peers at the workshop.

A-2	Supporting the Behavioral Needs of Students with Autism 
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Presenter: Bev Long, M.A.,C.C.C. , Speech Pathologist & Education Specialist

Time: 6 hours (8:30 - 3:30)


Audience: Educators and designated instructional service providers working with students on the Autism Spectrum; program specialists, administrators and parents

The focus of this workshop is to empower individuals who work with students on the Autism Spectrum with a practical, powerful and holistic framework to use in determining what structure and support is needed for a particular student. The emphasis will be on proactive supports for these students. Practical application will be made through the use of case studies and collaboration with peers at the workshop. This workshop will “stand alone,” but would ideally follow **Creating Appropriate Structure for Students with Autism in Special Education and General Education Settings**.

AUTISM & ASPERGER SYNDROME STRAND



Partial requirement for Autism Specialist Certificate in some SELPAs


A-3	Meeting the Communication Needs of Nonverbal Students with Autism	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: Educators, paraeducators and designated instructional service providers working with students with Autism; program specialists, administrators and parents

This training is designed to provide a range of best practice techniques for meeting the communication needs of nonverbal students with Autism. Both high- and low-tech options will be reviewed. The emphasis will be on how to create an environment that provides hundreds of powerful opportunities for the students to learn and demonstrate communicative intent throughout the educational day.

A-4	Meeting the Communication Needs of Verbal Students with Autism	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30 – 3:30)


Audience: Educators, paraeducators and designated instructional service providers working with students with Autism; program specialists, administrators and parents

Verbal students with Autism have very real communication needs. This workshop will identify principles involved in meeting their communication needs. Participants will learn the most powerful techniques and interventions for supporting students' communication needs, from those who are minimally verbal, to those with Asperger Syndrome, who are highly verbal.

AUTISM & ASPERGER SYNDROME STRAND



Partial requirement for Autism Specialist Certificate in some SELPAs

A-5	Understanding and Meeting the <u>Sensory Needs</u> of Students With Autism	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: Speech Pathologists, School Psychologists, general and special educators, program managers, Occupational Therapists, Physical Therapists, Adapted Physical Education Specialists, administrators and parents

- ◆ What are the sensory and motor needs of students with autism?
- ◆ How do you know the needs of individual students?
- ◆ How do you meet those needs in a classroom environment?

This workshop will provide answers to these questions. Participants will learn which materials, strategies and supports are the most powerful and effective. Be prepared for a multisensory experience with lots of “hands-on” opportunities! This inservice is appropriate for those working with both low and high-functioning students with Autism.

A-6	Writing and Implementing Carol Gray’s Social Stories	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: Educators, Speech Pathologists, School Psychologists, paraprofessionals and parents

This training will feature a 3 hour training video of Carol Gray presenting her strategy called Social Stories. This video is interactive and augmented by a workbook prepared by Carol Gray. In the afternoon, participants will consider specific students of varied ages/abilities and practice writing Social Stories for them. Participants will also consider how implementation could be maximized. Please note: The requesting organization will purchase one workbook for each participant from **www.thegraycenter.org**.

AUTISM & ASPERGER SYNDROME STRAND



Partial requirement for Autism Specialist Certificate in some SELPAs


A-7	Developing Social Skills in Students with Autism	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: Speech Pathologists, School Psychologists, general and special educators, program managers, administrators, paraprofessionals

This workshop will focus on best practices for developing social skills and relationship awareness in students who are on the Autism Spectrum. It will cover the needs of students of all ages who are nonverbal or minimally verbal and who have “limited to no” social awareness. Strategies for supporting the development of initial skills will be shared, such as imitation and joint referencing, as well as interventions to support beginning play skills and interaction. This training will **NOT** focus on students who are highly verbal or have more than beginning social proficiency.

A-8	Developing Social Skills in High Functioning Students with Autism and Asperger Syndrome	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: Speech Pathologists, School Psychologists, general and special educators, program managers, administrators, and paraprofessionals

This workshop will focus on the unique social and relationship needs of high functioning verbal students with Autism and Asperger Syndrome. Participants will be introduced to general social supports for these students. The focus will include both highly structured social skills training strategies, as well as informal supports. Participants will learn which programs, techniques and interventions are most powerful. This workshop will **NOT** cover the needs of nonverbal or minimally verbal students.

AUTISM & ASPERGER SYNDROME STRAND



Partial requirement for Autism Specialist Certificate in some SELPAs

A-9	Asperger Syndrome: Understanding and Supporting School-Aged Students 
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: All educators, school psychologists, speech pathologists, program managers, administrators and paraprofessionals

This is an **entry level** workshop that is designed to provide participants with a framework for understanding and supporting students with Asperger Syndrome. This increasingly identified population of unique and challenging students requires well-conceived interventions and supports. The goal of this workshop is to introduce participants to an overview of the:

- Characteristics of Asperger Syndrome
- Characteristics of language and social skills; appropriate supports
- Characteristics of behavior; appropriate supports
- Characteristics of academics; appropriate supports

A-10	Supporting the Academic Needs of Students with Asperger Syndrome 
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)


Audience: All educators, resource specialists, speech pathologists, paraprofessionals

The focus of this workshop is to explore the unique learning styles, strengths and weaknesses of students with Asperger Syndrome as related to their academic achievement. Practical and helpful supports and accommodations that can be used in any educational setting will be emphasized. Participants will be introduced to several case studies and given time to collaborate with peers in creating academic support plans.

AUTISM & ASPERGER SYNDROME STRAND



Partial requirement for Autism Specialist Certificate in some SELPAs

A-11	Supporting the Behavioral Needs of Students with Asperger Syndrome	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: All educators, resource specialists, school psychologists, paraeducators, and administrators

The content of this training will focus on understanding the unique perspectives and needs of students with Asperger Syndrome and High Functioning Autism. Participants will learn a variety of techniques for supporting the behavior of these students. The emphasis will be on proactive strategies that assist the student to achieve and maintain behavioral equilibrium. It is critical that professionals and parents recognize that meeting the behavioral needs of these students begins with an understanding of the world from their perspective. Participants will review case studies and collaborate with peers to plan behavioral supports.

A-12	Overview of Autism Basics	
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: The target audience is general education and special education teachers and paraprofessionals. Also welcome are school psychologists, program managers, speech pathologists and administrators.



This is an entry level training. The content will include descriptions and diagnostic criteria of Autism, PDD and Asperger Syndrome. An historical overview of the field will be shared, with an emphasis on the primary methods for supporting students with Autism. Participants will be introduced to cognitive, language, sensory, behavioral and social issues related to Autism Spectrum Disorders. Although the emphasis will be on building foundation knowledge, broad strategies for intervention will also be discussed.

BEHAVIOR STRAND

B-1

Behavior Support: The Basics for Educators!

Presenter: Jodie Dittmar, Education Specialist

Time: 6 hours (8:30-3:30)

Audience: General and Special Education Administrators and Teachers, agency service providers, and others involved in positive behavior support

The focus of this strand will be developing positive and effective Behavior Support Plans (BSPs) for students of varying ages and disabilities. The following topics will be included:

- Basic review of philosophies and legal requirements of behavior assessment and support under IDEA and 504
- Behavior Support Plans that work (and some that don't)
- Using the QE2 rubric to evaluate the quality of a Behavior Support Plan
- Timesaving, practical methods to gather data, direct students, and reinforce behavior
- If requested in advance, this workshop can be tailored to include hands-on practice using the BSP forms of your district or SELPA.

B-2

Maximizing Student Engagement & Minimizing Disruptive Behavior

Presenter: Jodie Dittmar, Education Specialist

Time: 3 ½ Hours

Audience: General and special education teachers, administrators, agency service providers, etc., who have previously completed “B-1: Behavior Support the Basics,” or other functional behavior support training. Participants will be expected to have a basic understanding of the philosophies and requirements of functional behavior assessment and support.

This workshop will focus on:

- Increasing active student engagement in multilevel or mainstream classrooms
- Students generally considered “at risk” or to have “non-severe” disabilities
- Day to day implementation related to functional behavior assessment and behavior support
- Accommodation and organizational strategies
- Sample tips for increasing the success of students experiencing difficulties related to attention, anxiety, organization, sensory, or social difficulties.

BEHAVIOR STRAND

B-3	Teacher's Guide to Behavior Support for Students with Severe Disabilities
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Presenter: Jodie Dittmar, Education Specialist

Time: 3 ½ Hours

Audience: Participants of this workshop will be expected to have completed B-1 "Behavior Support: The Basics!" or comparable PENT, district or other functional behavior support training.

This workshop will focus on sharing supportive strategies to assist students considered "nonverbal" or to have "severe disabilities." Typical concerns and related teacher tips will be provided regarding:

- Classroom and organizational supports
- Communication accommodations and supports
- Sensory accommodations and supports
- Social instruction and supports
- Visual cues

LITERACY STRAND

L-1	Beginning Reading: A Strategic Start
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Intended Audience: Speech Pathologists, School Psychologists, General and Special Education Teachers, Program Managers and Administrators

This workshop is designed to provide the participants with a solid grounding in the absolute essentials required for teaching beginning readers. The information will be appropriate for teachers of primary aged students (grades K-2), and for those teaching *beginning readers* in grades 3-6. Topics include the following:

- ◆ Phonological awareness
- ◆ Letter-sound associations
- ◆ Beginning decoding
- ◆ Decodable texts
- ◆ Technology to amplify instruction

LITERACY STRAND

L-2	Building Competent Readers: Moving Ahead
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Audience: Speech Pathologists, School Psychologists, General and Special Education Teachers, Program Managers and Administrators

This workshop is designed to build on the essentials covered in “Beginning Reading: A Strategic Start.” The information will be most appropriate for teachers with students in grades 3-6 who have achieved a reading level of at least early 2nd grade.

- ◆ Extending phonological awareness
- ◆ Complex decoding
- ◆ Fluency building
- ◆ Rapid automatic recall
- ◆ Word study

L-3	Grasping the Meaning: Developing Comprehension
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30-3:30)

Intended Audience: General and Special Education Teachers, Speech Pathologists, School Psychologists, Program Specialists and Administrators

This workshop is designed to cover the range of powerful strategies to assist students in grades 2-12 to develop reading comprehension skills. The following topics are covered:

- ◆ Vocabulary development
- ◆ Effective comprehension strategies
- ◆ Comprehension routines
- ◆ Graphic organizers

LITERACY STRAND

L-4	SOS: Supporting Older, Struggling Readers
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours (8:30 – 3:30) Audience: ALL Educators

This workshop is designed to meet the needs of teachers who are working with students in grades 4-12 who are reading at the 1st to 4th grade levels. The following topics are included: Decoding; Fluency; Vocabulary and Word Study; and Comprehension.

L-5	DIBELS: Implementation and Interpretation to Effectively Measure Reading Levels of Your Struggling Readers (Dynamic Indicators of Basic Early Literacy Skills)
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Presenter: Jane Ketcham, M.A., Educational Specialist and
Melanie Johnson, M.A., Education Specialist

Time: 3 ½ Hours Audience: ALL Educators



This workshop will present an **overview** of DIBELS measures to support student progress toward benchmarks to include:

- ◆ When to use the DIBELS one-minute measures
- ◆ Administration & scoring guidelines
- ◆ Setting targets, goals and aim-lines
- ◆ Utilizing Progress Monitoring tools
- ◆ Instructional considerations based on findings
- ◆ Overview of other assessments that guide systematic reading instruction

Outcomes: Participants will learn:

- ◆ How to administer standardized tools.
- ◆ How and when these assessment tools are appropriate to use as an intervention for struggling readers of all ages.
- ◆ How and when to utilize Progress Monitoring Materials, how to access materials, and how to track the progress of students.
- ◆ How to use assessment findings to plan targeted instruction to improve student outcomes.

Call Jane Ketcham at 559-228-2208 for potential participation in an on-going, in-depth DIBELS Project.

PRESCHOOL STRAND

P-1	Best Practices in Early Literacy
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 3 ½ hours

Audience: General and special education teachers of young children, speech pathologists, program managers, administrators, and paraprofessionals

This presentation is designed to provide a solid overview of the research-based “best practices” in early literacy for the preschool child. The focus will be on developing:

- ❖ Oral language skills
- ❖ Phonological awareness
- ❖ Print concepts
- ❖ Letter Knowledge

P-2	The Early Years: Language Learning for Little Ones
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 3 ½ hours

Audience: General and special education teachers of young children, speech pathologists, program managers, administrators, and paraprofessionals

This presentation is designed to provide the participants with basic principles for supporting the development of language in young children.

P-3	Managing Behavior in the Preschool Population
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 3 ½ hours

Audience: General and special education teachers of young children, speech pathologists, program managers, administrators, and paraprofessionals

This presentation is designed to provide effective classroom management skills for educators working with children in preschool. Participants will learn positive behavior management strategies based on current research and “best practices.”

STRATEGIES & INTERVENTIONS STRAND

S-1	Assessment & Treatment of Auditory and Language Processing Difficulties
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Presenter: Rita Humphreys, Ph.D., Speech Pathologist, CCC-SLP

Time: 8:00-8:30 Registration 8:30-3:30 Workshop (6 CEU's available)

This training includes the current thinking about auditory and language processing disorders, including the ASHA and CSHA position papers. It includes subtypes of disorders, assessment, treatment by a speech-language pathologist and classroom-based strategies for teachers.

Objectives:

1. Participants will learn what assessment tools are most useful.
2. Participants will learn the differences between auditory processing issues and other similar difficulties, such as attention problems.
3. Participants will be able to make appropriate treatment decisions both in therapy and for classroom accommodations.

S-2	Increasing Engagement, Participation and Learning for All Students
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Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours

Audience: General and special education teachers, speech pathologists, school psychologists, program specialists and interested agency service providers

This inservice is designed to empower teachers with effective practices to increase engagement, participation and learning for all students. Participants will also learn how to constantly monitor the learning of students. These strategies include effective instructional practices that have been identified in the last 30 years of research and are guaranteed to improve the learning environment for diverse learners.

SEVERE DISABILITIES STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 6 hours

Audience: Teachers, paraprofessionals, speech pathologists, school psychologists, program specialists and interested agency

SH-1	Supporting the Development of Communication in Students With Severe Disabilities
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This inservice is designed to empower teachers of students with severe handicaps to begin to identify the most critical communication needs of each student. Participants will learn general principals for supporting communication skills, as well as specific strategies for improving and increasing communication skills.

SH-2	Supporting the Development of Literacy in Students with Severe Disabilities
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This inservice will provide the participants with many helpful and practical ideas on how to provide powerful literacy experiences for their students who are severely disabled. The needs of students who are nonverbal, as well as verbal, will be covered. Strategies will be presented that support the potential development of basic reading and writing. Come to expand your repertoire of skills for meeting this challenging educational need.

SH-3	Supporting the Development of Social Skills in Students with Severe Disabilities
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This inservice is designed to empower teachers of students with severe disabilities to identify and focus upon the most powerful social skills. Participants will learn practical strategies for introducing, modeling, practicing and generalizing social skills. Come and expand your “bag of tricks” regarding these incredibly significant life skills.

SPECIALIZED TOPICS

Presenter: John M. Kotler, Ph.D., Clinical Psychologist

Audience: All educators

ST-1	Attention Deficit Disorders: Why are they receiving so much “attention?” Part 1
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Time: 2 hours

Part 1: Covers the definition of ADHD, current as well as historical considerations in determining the etiology, incidence, prevalence and diagnostic criteria; comorbidity issues, validity of the ADHD “construct”, theoretical and conceptual models, and assessment issues.

ST-2	Attention Deficit Disorders: Why are they receiving so much “attention?” Part 2
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Time: 3 hours

Part 2: Discusses comprehensive intervention for ADHD: medication facts and myths, environmental supports, behavior modification, skills training, comorbid disorders, parent training, and psychosocial issues.

ST-3	Understanding and Helping the Child with Tourette Syndrome
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Time: 2-3 hours

This training covers the most common educational, behavioral, and social-emotional features associated with Tourette Syndrome. Suggestions are provided for helping students with Tourette Syndrome to succeed in all of these areas.

SPECIALIZED TOPICS

Presenter: John M. Kotler, Ph.D., Clinical Psychologist

Audience: All educators

ST-4	Anger Management: Practical School-Based Intervention Strategies
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Time: 3 hours

This presentation provides participants with an overview of proven techniques and resources for training students to effectively manage their own anger responses. The workshop is designed for classroom teachers, school psychologists, counselors, and other school/community professionals who are likely to be involved in providing 1:1 and/or small group counseling to students who have difficulty managing their anger.

ST-5	Best Practices for Supporting Students with Traumatic Brain Injury
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Time: 3 hours

This workshop highlights the variety of educational and psychosocial challenges that are frequently encountered in working with students that have experienced a traumatic brain injury. Suggestions are offered to help support students with issues of attention, memory, impulse control, emotional regulation, and social functioning that may result following a traumatic brain injury.



New

ST-6	Pediatric Bipolar Disorder: Fact or Fiction?
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Time: 3 hours

Recently there has been a nationwide surge in the diagnosis of Bipolar Disorder in childhood. While evidence has been gradually accumulating to support the validity of pediatric (otherwise referred to as “juvenile onset”) Bipolar Disorder, many school psychologists, parents and mental health practitioners are concerned that Bipolar Disorder has become the new “diagnosis du jour” for children with disruptive or aggressive behavior problems, leading to over-diagnosis and exposure to medications with potentially serious side effects at increasingly younger ages. This workshop explores the controversy regarding the diagnosis and treatment of Bipolar Disorder in childhood, and provides useful strategies for educators, support staff and parents who are attempting to meet the varied and complex needs of these children.



New

PARAPROFESSIONAL STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 3 ½ hours

P-1

Tips for Paraprofessionals Who Work With Students with Autism

Paraprofessionals will be provided with an overview of Autism and learn practical, solid strategies and interventions needed to be an outstanding support for students on the Autism Spectrum. Participants will be introduced to broad-based supports for language, academics, and behavior.

P-2

Paraprofessional's Guide to Understanding and Supporting the Sensory Needs of students with Autism

Paraprofessionals will be introduced to the unique sensory needs of students with Autism. A focus will be on developing sensitivity to those needs and awareness of a range of supports and interventions. Be prepared for a multisensory experience with lots of “hands-on” opportunities!

P-3

Understanding and Supporting the Behavioral Needs of Students with Autism – Guide for Paraprofessionals

Paraprofessionals will be introduced to a practical, powerful and appropriate framework to use in determining what structure and support is needed for a particular student. The emphasis will be on proactive supports for these students.

PARAPROFESSIONAL STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 3 hours

P-4

Understanding and Supporting the Social Needs of Students with Autism

Paraprofessionals will be introduced to the unique social needs of students with Autism. This workshop will focus on some broad-based supports for developing social skills and relationship awareness in students who are on the Autistic Spectrum. It will cover the needs of students who are non-verbal through the needs of higher functioning students who are socially aware and verbal, but lack social sophistication

P-5

Understanding and Supporting the Communication Needs of Students with Autism

Paraprofessionals will be introduced to a wide range of best practice techniques for meeting the communication needs of nonverbal and verbal students with autism. The emphasis will be on how to notice and take advantage of opportunities for students to learn and demonstrate communicative intent.

P-6

Understanding and Supporting the Social Needs of Students with Special Needs

Paraprofessionals will be presented with an overview of social skill development in school aged students with learning & language disabilities. Informal supports and interventions will be presented.

PARAPROFESSIONAL STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Education Specialist

Time: 3 hours

P-7

What's in a Name? Understanding Primary Handicapping Conditions

New

Paraprofessionals will be provided with current information regarding primary handicapping conditions to increase understanding of the various disabilities and the implications in the educational setting. The goal of this training is for paraprofessionals to gain insight and sensitivity to the unique challenges and needs faced by students with disabilities.

P-8

Maximizing Small Group Instruction

New

This workshop will provide paraprofessionals with “best practices” of teaching methodology for small groups. Participants will learn strategies to increase engagement and participation from all students, as well as cueing techniques to encourage accurate and frequent responses.

PARAPROFESSIONAL STRAND

Presenter: Jodie Dittmar, Education Specialist

Time: 3 hours

P-9

Paraprofessional's Guide to Behavior Supports: The Basics!

The specific focus for this foundational strand will be to develop an understanding of effective behavior support and components in developing positive behavior support for students of varying ages and disabilities. Topics will include:

- Functional Behavioral Assessment and Behavior Support Plans (requirements, philosophy, and samples)
- Proactive vs. reactive strategies: timesaving, practical methods to direct students & reinforce behaviors
- General accommodations for students with various disabilities
- Tips for the 1:1 paraprofessionals
- Communication & collaboration issues

PARAPROFESSIONAL STRAND

Presenter: Jodie Dittmar, Education Specialist

Time: 3 hours

P-10

Paraprofessional's Guide to Increase Student Engagement and Decrease Problematic Behaviors

While general behavior support strategies will be discussed, this workshop will focus on successful strategies the paraprofessional can utilize to increase the engagement of with students with **"non-severe disabilities."** Proven accommodation strategies for inclusive settings will be shared, as well as helpful tips for dealing with student attention, anxiety, sensory issues, and social difficulties. Collaboration and communication strategies will be briefly highlighted as well.

P-11

Paraprofessional's Role in Behavior Support for Students With Severe Disabilities

This workshop will focus on supportive strategies for assisting in the education of **nonverbal students and those with severe disabilities.** Behavior support strategies for classroom and 1-to-1 paraprofessionals will be included to assist with sensory skills, communication, social skills, and other difficulties.

PARENT STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Ed. Specialist

Time: 3 hours

C-1

A Parent's Guide to Understanding and Supporting the **Sensory Needs** of Children with Autism

Audience: Parents of children with Autism or other disabilities with sensory sensitivities

Parents will be introduced to the unique sensory needs of children with Autism. A focus will be on developing sensitivity to those needs and awareness of a range of supports and interventions that may be helpful at home.

PARENT STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Ed. Specialist

Time: 3 hours

C-2

A Parent's Guide to Understanding and Supporting the Behavioral Needs of Children with Autism

Audience: Parents of children with autism

Parents will be introduced to a practical, powerful tool for thinking about their child's behavior and how it relates to communication, social, sensory, neurological and cognitive issues. The tool will help parents to systematically plan supports that will decrease problem behaviors.

C-3

A Parent's Guide to Understanding and Supporting the Communication and Social Needs of Children with Autism , Part I

Audience: Parents of children with autism who are nonverbal or minimally verbal.

This workshop will focus on the unique social needs of young and lower functioning children with Autism. Parents will be introduced to many practical ideas for engaging and supporting their child in simple interactions. The inservice will NOT cover the needs of higher functioning children.

C-4

A Parent's Guide to Understanding and Supporting the Communication Needs of Children with Autism , Part II

Audience: Parents of children with Autism and Asperger Syndrome who are **verbal to highly verbal**

Parents will learn some broad-based supports for improving communication skills with the emphasis on increasing the child's ability to engage in conversations and to understand how to read and respond to the conversational partner. This inservice will **NOT** cover the needs of children who are non-verbal or minimally verbal.

PARENT STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Ed. Specialist

Time: 3 hours

C-5	A Parent's Guide to Creating Structure and Visual Supports for Children with Autism
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New

Audience: Parents of children and adolescents with Autism

Parents will be introduced to practical ways to add visual organization to their home in ways that will have a positive outcome on the functioning of their children with Autism. The use of visual tools, such as schedules, lists, cue sheets and communication aides, will be addressed.

C-6	A Parent's Guide to Understanding and Supporting the Social Needs of Students with Language and Learning Disabilities
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Audience: Parents of children and adolescents with learning disabilities

Parents will be presented with an overview of social skill development in school-aged children and adolescents. Informal supports and interventions will be presented that are home and community "friendly."

C-7	A Parent's Guide to Understanding and Supporting the Social Needs of Children with Autism and Asperger Syndrome
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Audience: Parents of children and adolescents with Autism and Asperger Syndrome

This workshop will focus on the unique social and relationship needs of high functioning, verbal children and adolescents with Autism and Asperger Syndrome. Parents will be introduced to general social supports that can be used at home and in the community. The inservice will **NOT** cover the needs of non-verbal or minimally verbal children.

PARENT STRAND

Presenter: Bev Long, M.A., C.C.C., Speech Pathologist & Ed. Specialist

Time: 3 hours

C-8

A Parent's Guide to Writing and Implementing Carol Gray's Social Stories

Audience: Parents of children and adolescents with Autism and other developmental delays

This inservice will feature a 3 hour training video of Carol Gray presenting Social Stories. This video is interactive and is augmented by a workbook prepared by Carol Gray. **There is a \$10 charge for the material that must accompany this inservice. Members of the same family will only need one set of the materials.**

C-9

A Parent's Guide to Understanding and Supporting the Social Needs of Students with Special Needs

Audience: Parents of children and adolescents with learning disabilities

Parents will be presented with an overview of social skill development in school-aged children and adolescents. Informal supports and interventions will be presented that are home and community "friendly."



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